



DEPARTMENT OF THE NAVY
NAVY PERSONNEL COMMAND
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NAVPERSCOMINST 5300.1
PERS-00B

16 APR 2009

NAVPERSCOM INSTRUCTION 5300.1

From: Commander, Navy Personnel Command

Subj: NAVY PERSONNEL COMMAND (NAVPERSCOM) MENTORING PROGRAM

Ref: (a) BUPERSINST 1500.1

Encl: (1) Mentoring Program Handbook

1. Purpose. To establish policy, guidance, and responsibilities for the Navy Personnel Command (NAVPERSCOM) Mentoring Program per reference (a).

2. Cancellation. NAVPERSCOMINST 1500.1.

3. Scope. This instruction applies to all Bureau of Naval Personnel (BUPERS) Millington/NAVPERSCOM military and civilian employees.

4. Background

a. Mentoring is a guidance relationship between two people, where a trusted person (mentor) helps another person (protégé) learn something the latter would otherwise have learned less proficiently, more slowly, or not at all. The Department of the Navy established a priority for "developing 21st Century leaders". Consequently, NAVPERSCOM is developing a mentoring culture and will ensure mentoring opportunities are available to its workforce. This instruction and enclosure (1) outline general guidance for the NAVPERSCOM Mentoring Program.

b. The goal of the program is to provide guidance for all military and civil service workforce members in the effort to institute a formal approach to develop 21st century leaders, retain talent, support the Navy's diversity initiatives, and enhance career development. Recognizing the value of mentoring at all levels, the NAVPERSCOM Mentoring Program is designed to help those who desire mentoring (protégés/mentees) and those who

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want to mentor (mentors) to establish mentoring relationships, both formal and informal. The mentoring relationship is a reciprocal, learning relationship between individuals who work collaboratively toward a mutually defined goal of developing the protégé's skills, abilities, knowledge/thinking, to help attain established professional or personal goals. The program is designed to augment and set in place a mechanism where workforce members at all levels may seek mentors outside of their chain of command and professional expertise. NAVPERSCOM will accomplish this by providing a network of leaders who, through sharing individual experiences and skills, will guide and advise protégés on personal and professional development.

5. Definitions. The following are common terms associated with the NAVPERSCOM Mentoring Program:

a. Confidentiality. The information discussed between the mentor and the protégé should be treated in a non-attribution environment and remain confidential. This confidentiality does not, however rise to the level of legal privilege and can be disclosed if command interests warrant release, including but not limited to investigations for law enforcement purposes.

b. Formal Mentoring. Formal mentoring is usually tied to a developmental program, i.e., NAVPERSCOM Leadership Development Program, Senior Executive Management Development Program, Acquisition Intern Program, etc., has a defined timeframe, and focuses both on the goals of the organization and the protégé.

c. Informal Mentoring. Informal mentoring primarily focuses on the protégé and their goals (both personal and career). The mentor and protégé work together to devise an action plan that sets career goals and leads the protégé on an appropriate career path. Protégés can view a list of available mentors and the mentor's respective work experiences to choose a mentor on their own. A partnership plan does not need to be completed with informal mentoring, although developing goals and a plan to meet the goals is highly encouraged.

d. Mentor. A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced. The mentor/protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

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e. Participation. Participation in the NAVPERSCOM Mentoring Program is mandatory for military personnel and highly encouraged, but voluntary, for civil service employees. Active participation in the mentoring program, whether formal or informal, fosters a command and workplace environment conducive to the growth and development of the NAVPERSCOM workforce. Enclosure (1) provides guidance and recommendations for utilizing the mentoring toolkit as a way to initiate the mentoring process.

f. Partnership Plan. The partnership plan is a written agreement entered into between a mentor and protégé. This agreement clearly states the goals of the relationship in order to monitor progress. The agreement will be in effect at the mutual consent of both parties. Either the mentor or the protégé may unilaterally end the agreement at any time (refer to enclosure (1)).

g. Protégé. A protégé, or mentee, as it has been commonly referred, is the more junior person being mentored. No other connotations found in the various definitions of this word are applicable.

h. Workforce Member. A workforce member refers to NAVPERSCOM military and civilian employees.

6. Roles and Responsibilities

a. Program Director. Deputy Commander, NAVPERSCOM (PERS-00B) will serve as the program director for the NAVPERSCOM Mentoring Program. The program director is responsible for the overall management of the program. Additionally, the program director will:

(1) Monitor the program and ensure compliance with enclosure (1);

(2) Provide guidance and make final decisions concerning program policies and execution; and,

(3) Provide oversight to the program to ensure effectiveness and long-term viability of the program to include:

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(a) Ensuring periodic evaluations of the program to assess the need for change or program improvement.

(b) Monitoring the program and coordinators activities to ensure compliance with program objectives.

(c) Maintaining the feedback mechanism specifically designed to respond to questions about the program.

(d) Recognizing outstanding service or contributions to the mentoring program and provide such information to the program director.

b. Program Managers

(1) Executive Assistant to COMNAVPERSCOM (PERS-00BEA)/ Deputy Chief of Naval Personnel (PERS-00BBEA) will serve as the process owner for Officer Mentoring Program; NAVPERSCOM, Force Master Chief (00MC) as the process owner of Enlisted Mentoring Program; and Deputy Commander, NAVPERSCOM (PERS-00B) as the process owner for civilian employees. Duties will include responsibility for all program aspects and working with site and competency coordinators to ensure successful program implementation and sustainment throughout the command. Specifically, the program managers will:

(a) Ensure connectivity and awareness with all newly assigned workforce members as part of the local check-in or orientation process. Ensure program material is distributed in welcome aboard packages to explain the purpose, objectives, and benefits of the program.

(b) Conduct periodic evaluations of the program as directed by the program manager.

(c) Distribute and collect program information, surveys or other program evaluation material and requests for program participants.

(d) Assist prospective mentors and protégés in gaining information about the program.

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(e) Assist the program director as needed.

(2) The mentoring program is a critical building block in the training and professional development of NAVPERSCOM workforce members. A successful mentoring program requires close coordination between NAVPERSCOM, Training Branch (PERS-335) and the program managers.

c. Supervisors. First-level supervisors are the key element in promoting a dynamic mentoring program and mentoring culture. Supervisors provide the environment for all personnel under their command/supervision to feel motivated to seek additional sources of professional expertise and are critical to Navy readiness. Assistant Commanders Navy Personnel Command (ACNPCs)/supervisors are primarily responsible for the development of their subordinates, and should be the first person to explain and promote the benefits of mentoring to potential mentors. Additionally, supervisors should:

(1) Advocate the mission and goals of the organization;

(2) Give direction and credibility to the mentoring program;

(3) Support the protégé in their personal and professional efforts towards goal setting and self-improvement;

(4) Assume fundamental leadership responsibility to mentor their workforce members. However, this does not mandate that supervisors need to be the formal mentor for their subordinate(s); and,

(5) Support and encourage each workforce member's effort to find a mentor outside of their direct chain of command.

d. Mentors. Mentors have certain responsibilities to ensure their mentoring partnerships are successful. Mentors will:

(1) Promote and maintain the professional nature of the partnership. Fraternalization is against command policy and will not be tolerated; and,

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(2) Maintain the confidentiality of mentor-protégé communications, except as mission requirements or other superseding command interest's demand.

(3) Ensure that mentoring relationship is voluntary in both perception and reality and that advice and guidance from the mentor are understood to be suggestions, not orders. No level of coercion will be tolerated. If at all possible, it is recommended that a mentor and protégé not work in the same supervisory chain of command; and,

(4) Refer potential mentors to a protégé, if unable to take on an additional protégé.

e. Protégé. Protégés also have a role to ensure the mentoring partnership is a success. Protégés will:

(1) Seek out and initiate communication with potential mentors;

(2) Ensure execution of a partnership plan;

(3) Show willingness to assume responsibility for growth and development; and,

(4) Be receptive to feedback and coaching.

7. Summary

a. People are NAVPERSCOM's single greatest asset. Each individual workforce member's personal readiness level has a direct impact on the overall readiness of the command. The mentoring program will help equip NAVPERSCOM workforce with the tools necessary for success.

b. The mentoring program is flexible enough to be implemented through all of NAVPERSCOM. Implementation should be completed by the end of fiscal year 2009.

8. Review. Program managers will review annually and provide recommendations for revision or cancellation to the Deputy Commander, NAVPERSCOM.

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9. Records Management. Records created as a result of this instruction, regardless of media and format, shall be managed per SECNAV Manual 5210.1 of November 2007.

10. Forms

a. OPNAV 5300/5 (Jan 2009), Mentor Profile, OPNAV 5300/6 (Jan 2009), and OPNAV 5300/7 (Jan 2009), Mentoring Partnership Plan are available at <https://navalforms.daps.dla.mil/web/public/home>.

b. NAVPERSCOM 5300/2 (03-09), Job Shadowing Request is available at <http://www.npc.navy.mil/Audiences/ForInternal>.



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Electronic only, via NAVPERSCOM Web site
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NAVY PERSONNEL COMMAND



MENTORING PROGRAM

Enclosure (1)

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PURPOSE. This handbook provides a "map" for the road to successful mentoring. It provides guidance through the mentoring process -- what it means to be a mentor/protégé, stages and types of mentoring, roles and responsibilities during the tutelage, and the different styles necessary to have a successful mentoring relationship. The mentor-protégé's relationship is depicted from beginning to end and outlines how to identify a mentor, establish and cultivate the relationship, and avoid "obstacles" that can detour the relationship. Finally, this handbook outlines the positive effects that are shared by the mentor, the protégé, and the organization.

RECOMMENDATION FOR HOW TO USE THIS HANDBOOK. It is recommended that all sections of the handbook are read at least once by all potential mentors and protégés. Whether one is new to mentoring or an experienced mentor, there is information to be learned. Upon review of the material, refer to the handbook whenever necessary. One may find that some sections will need to be referenced more than others. Remember, this handbook is the "map" to the road of successful mentoring. Decide how to best use it as a tool.

I. INTRODUCTION

1. Mentoring improves the overall mission capability and readiness of the command by facilitating the learning process, thereby increasing the readiness of our total force, both military and civilian. This is done by creating and sustaining a mentoring culture within the Navy Personnel Command (NAVPERSCOM). At the heart of this culture is a network of leaders who, through the sharing of individual experiences and skills, will guide and advise the protégé on personal and professional development. Both the mentor and protégé will benefit and grow through this experience, and each should view this as an outstanding opportunity to work towards achieving their full potential. While emphasis here is placed on this network of coaches and personnel as mentors, it is important to note that this program is not intended to replace the chain of command.

2. Assistant Commanders, Navy Personnel Command (ACNPC's), Special Assistants (SAs) and competency leaders are the first line for promoting a dynamic mentoring program. Providing an

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open forum for all workforce members under their guidance to seek additional sources of professional expertise is critical for the well being of our Navy.

3. Participation in the program does not guarantee promotion, awards or bonuses. All equal employment opportunity rules and guidelines will be followed to ensure fair and equitable treatment of participants. Partnerships are formed by mutual agreement between the mentor and protégé.

4. In all cases, focus is on efforts to improve each workforce member's state of progress along a particular career path. This applies to both the mentor and the protégé.

II. WHAT IS MENTORING?

1. Mentoring is an open vista of new experiences and possibilities. A mentor facilitates personal and professional growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want to share these "life experiences" is characteristic of a successful mentor. A successful mentor is also characterized as:

a. **Supportive:** A mentor is one who supports the needs and aspirations of a protégé. This supportive attitude is critical to the successful development of the protégé. A mentor must encourage the protégé to accept challenges and overcome difficulties.

b. **Patient:** A mentor is patient and willing to spend time with the protégé. Both the mentor and protégé define time requirements.

c. **Respected:** A mentor is someone who has earned the respect of peers, the Navy, and/or community. It is important that this person be a positive role model.

2. A protégé, as a bright and motivated individual, is the future of an organization; the insurance that a well-trained, high-quality workforce will be ready to meet long-term organizational needs. Protégés represent a wide range of individuals in terms of age and work experience.

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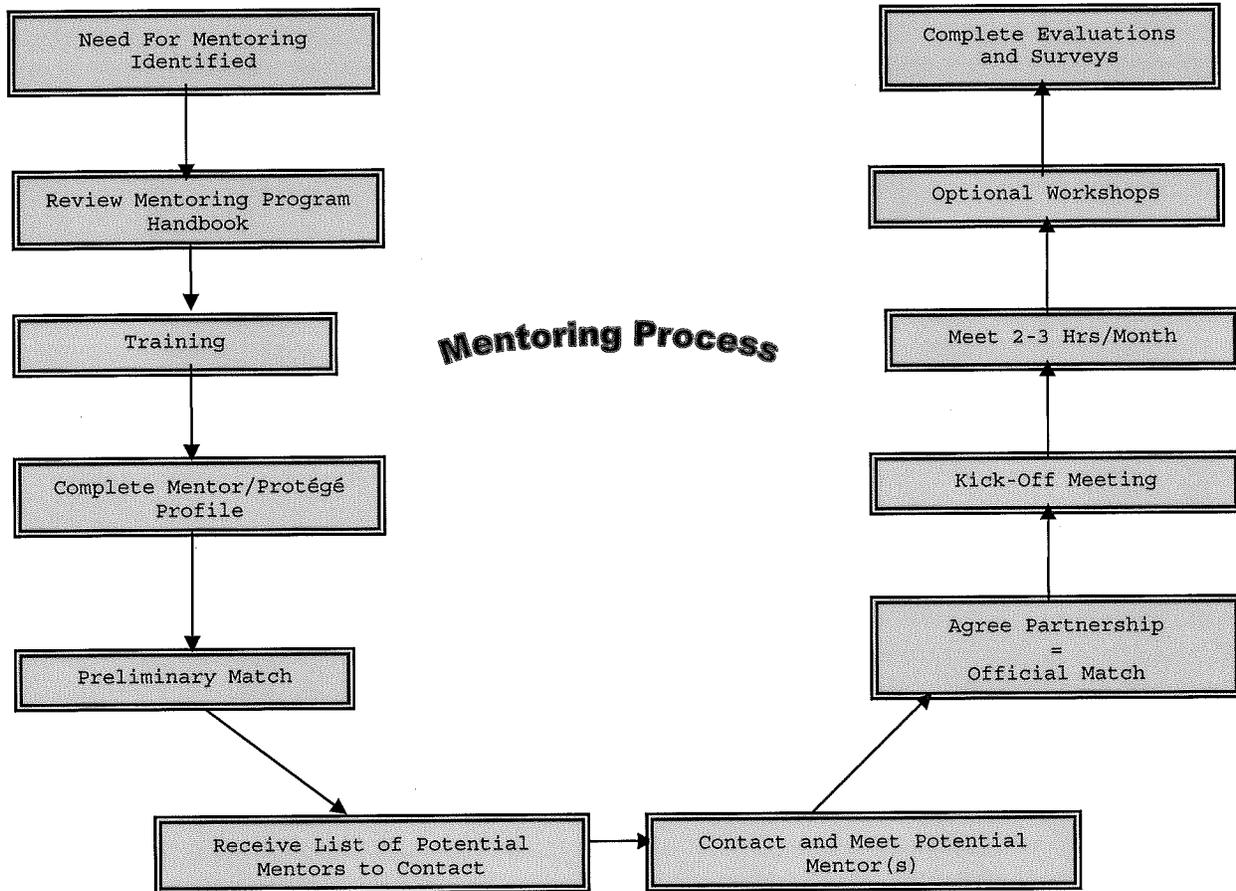
III. THE PROGRAM

1. The NAVPERSCOM Mentoring Program is a structured, semi-formal approach to develop 21st century leaders, retain talent, support Navy's diversity initiatives, and enhance career development for all civil service and military workforce members. Participation in the program is mandatory for military personnel and highly encouraged, but voluntary, for civil service employees. Recognizing the value of mentoring at all levels, this program is designed to help those who desire mentoring and those who want to establish mentoring relationships. Its unique blend of facilitated matching, formal training, and program events allow participants to get the most from a mentoring relationship.

2. The mentoring relationship is a reciprocal, learning relationship between individuals who work collaboratively toward a mutually defined goal of developing the protégé's skills, abilities, knowledge and/or thinking, which help attain career goals. The program is designed to augment and set in place a mechanism where workforce members at all levels may seek mentors outside of their chain of command and professional expertise.

IV. MENTORING AS A PROCESS

1. The NAVPERSCOM Mentoring Program considers mentoring a process that provides the workforce with the opportunity for personal growth, professional development, and the transfer of knowledge and expertise through mentoring relationships. The mentoring process links a senior person (mentor) with a junior person (protégé) to help foster the career development and professional growth of the protégé. The mentoring process requires that the mentor and protégé work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached.



2. The Mentoring Program process has a number of critical steps.

First, a need for mentoring must be identified and can occur in many ways. For example, a supervisor may recommend that a subordinate seek additional guidance on performing a task; a workforce member may be part of a developmental program where mentoring is a program requirement; a potential protégé may determine that they would like assistance in developing a new skill or ability. Regardless of how the mentoring need is identified, the road to a productive mentoring relationship is paved and should immediately be grounded by reviewing this handbook and training material, as well as exploring computer-based training available on Navy Knowledge On-line (<https://wwa.nko.navy.mil>) or workshop/classroom courses offered at NAVPERSCOM.

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Second, the prospective participant completes an OPNAV 5300/5, Mentor Profile Request and/or OPNAV 5300/6, Protégé Request as applicable.

Third, it is highly recommended that protégés select prospective mentors no more than two pay grades above themselves. This two pay grade recommendation is primarily for the benefit of the protégé. Finding a suitable mentor may require a significant amount of personal initiative and a unique professional connection between the parties. Openness between the mentor and the protégé is essential, and the protégé may find more comfort with a mentor who has more recently experienced similar professional challenges.

3. It is incumbent upon the protégé to contact as many prospective mentors as they deem appropriate while determining an acceptable match for a mentoring relationship. Finding a suitable match may be difficult and, as a result, requires a thorough evaluation of the mentor's characteristics. A protégé should look for the following characteristics in a mentor:

- a. People oriented.
- b. Good motivator.
- c. Effective teacher.
- d. Composed and confident.
- e. An achiever.
- f. Values the Navy and work.
- g. Respects others.

4. Remember that these characteristics are found in successful mentors, but they are not all required. If a prospective mentor does not possess a majority of these characteristics, perhaps they are not ready to be a mentor right now and should spend some time cultivating or improving in these areas. It is usually recommended that the mentor and protégé not be in the same supervisory chain of command. In practice, however, informal mentoring relationships often result from supervisor-subordinate relationships. In this situation, keep the

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mentoring relationship separate from the supervisor-subordinate relationship. To build a trusting relationship, the two parties must be able to talk freely to each other. If a mentor is the protégé's supervisor, they need to avoid passing judgment and remember to separate the roles of supervisor and mentor. When identifying a mentor, the mentor and the protégé do not need to be exactly alike. Successful mentoring relationships often occur between people of different genders, ethnic backgrounds, and physical capabilities. Appendices C and D offer helpful questions for potential mentors and protégés to ask one another to help ensure a good fit for the mentoring relationship.

5. Once a match occurs, the two parties should develop mentoring guidelines and formalize the partnership with an OPNAV 5300/7, Mentoring Partnership Plan. The mentor and protégé should discuss expectations that help build the foundation of the mentoring experience. Each party should be able to clearly articulate their own expectations, find out what is to be learned and how the relationship should develop. During this step of the mentoring process, the parties should develop a schedule to ensure time will be devoted to the mentoring relationship.

6. Next, the parties should kick-off their mutually beneficial mentoring relationship and perform the appropriate roles.

7. Throughout the normal course of the mentoring relationship, the mentor and protégé should meet from time to time to informally evaluate the relationship, find out if expectations are being met, and if both parties are satisfied.

8. When the mentoring relationship is evaluated, issues or obstacles may arise that need to be discussed. The mentor, as the senior and more experienced partner, should take the initiative for monitoring the "health" of the mentoring relationship. The protégé is responsible for acknowledging and discussing problems as they arise.

9. Periodically, both mentors and protégés should attend workshops and training sessions geared to facilitate mentor-protégé interaction and hone the essential skills necessary for a successful mentoring relationship. Both mentors and protégés should participate in periodic evaluations and surveys on the

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NAVPERSCOM Mentoring Program. These evaluations and surveys are used for continuous process improvement.

10. Finally, the mentoring process involves knowing when to transition, or even end, the mentoring relationship. Good mentoring relationships may transition when the protégé outgrows the need for the mentor's guidance and direction. At this point, the relationship generally evolves into a strong friendship, in which the two see each other as peers. Other mentoring relationships end because they fail to become productive and comfortable. The mentor and protégé never establish rapport, or commit adequate time or effort arising from a failure to communicate goals, needs, intentions, or expectations. Both the mentor and protégé are free to end the relationship if it is not meeting expectations. In most cases, if one party feels it is not working, the other feels the same. It is, in fact, healthy for a mentoring relationship to transition. The following are three common reasons why mentoring relationships end:

a. **Protégé** "grows" beyond the boundaries of the relationship. When a protégé begins to gain more confidence and starts to perform more independently, the mentoring relationship may begin to wane. This is acceptable. A mentor wants the protégé to achieve independence and begin to make decisions on their own. Of course, the mentor and protégé can still remain on good terms and continue professional contact.

b. **Mentor** and protégé have a "falling out." The mentoring relationship may no longer be beneficial to the mentor or protégé. Sometimes the mentoring relationship becomes exploitative and needs to be terminated. Reflection and analysis need to be employed to determine why a mentoring relationship ended. Both the mentor and the protégé should think carefully about whether their expectations were realistic and if their behaviors were appropriate. This reflection is beneficial if the mentor or protégé begins a new mentoring relationship with another individual.

c. **Mentor or protégé** leaves position or the Navy.

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V. MENTORING BENEFITS

1. Adopting a mentoring philosophy, or culture, results in numerous benefits for the mentor, the protégé, and the organization. Specifically, mentoring supports and aligns with the goals of developing workforce members to better serve the NAVPERSCOM mission. An overwhelming number of mentors have stated that, "One of the greatest rewards of being a mentor is the personal satisfaction of fostering the professional growth of my protégé."

2. As a mentor, specific benefits from mentoring include:

a. Enhanced self-esteem and status in the organization, refined leadership and interpersonal skills, increased influence on the mission and direction of the organization, and the personal satisfaction of watching the protégé grow and succeed.

b. A chance to cultivate management, leadership, and interpersonal skills. A mentor sharpens these skills by delegating challenging work to a protégé and by giving constructive feedback.

c. A source of peer recognition. Others will respect the role of a mentor in imparting the values of the Navy to a protégé.

d. The potential for developing or enhancing professional network by interacting with other mentors, as well as with contacts made through a protégé.

e. Learning from the protégé -- mentors and protégés can learn from each other.

3. As a protégé, specific benefits from mentoring include:

a. Self-confidence which will lead to an increased likelihood of job satisfaction, higher productivity, and career success. It also reduces the time needed for development of skills, increases awareness of the organization and the individual's importance to the organization's mission accomplishment.

b. By using the mentor as a role model, the protégé can learn from example. In addition, the protégé can use the mentor as a sounding board to express new ideas or to vent frustrations.

c. For the novice protégé, mentoring allows for a smoother transition into the workforce. A new workforce member may join the organization with unrealistic expectations and naïve illusions. A mentor can make this adjustment period easier through communication, understanding, and guidance.

d. For the seasoned protégé, mentoring helps the protégé feel more comfortable with the environment and NAVPERSCOM culture while expanding their knowledge and political prowess. The protégé will have an opportunity to work on challenging and interesting projects. A less experienced protégé, under a mentor's tutelage, can be given opportunities to try different and more advanced tasks.

4. The organization also realizes specific benefits from mentoring:

a. Mentoring improves the quality of work life and morale for workforce members, and encourages teaming and networking within sites and competencies, as well as across sites and competencies. Mentoring also increases organizational knowledge, communication and understanding of our mission, vision and goals, and accelerates change throughout the organization.

b. Mentoring supports combat readiness by helping the organization with recruitment; creating an environment that embraces a culture of development and knowledge sharing; identifying areas and people for succession planning; and, increasing professional and personal development for participants.

c. Mentoring aids in the transformation of products and resources into future capabilities by improving the quality of products and services, increasing motivations and productivity, reducing learning curves, and improving retention.

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VI. ROLES AND RESPONSIBILITIES

1. Successful mentoring assumes an active, collaborative effort between mentoring participants, their department director or first-line supervisors. Additionally, there are a number of functions responsible for the program success from an implementation, oversight, maintenance, and sustainment perspective. Each has a specific role to play:

a. Mentor

(1) A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced. The mentor:

(a) Fulfills training requirements and developmental activities to best prepare them to be a suitable and effective mentor.

(b) Serves as a role model and teacher to assist with the development of the protégé.

(c) Advises on career planning and coaches activities that will add to experience and skill development.

(d) Assists in career path planning and reinforces the integrity of the relationship between the protégé and chain of command.

(e) Instructs in social, technical, and management skills, effective behavior, and how to function in the organization.

(f) Counsels on work-related and personal issues.

(g) Encourages less experienced workforce members to seek new challenges.

(h) Transmits value systems.

(i) Shares relevant experiences.

(j) Provides constructive feedback on observed performance.

(k) Assists a protégé in establishing, maintaining and broadening networking relationships.

(2) Although a mentor's responsibilities are tailored to meet the needs of a specific protégé, some of the more common responsibilities are to educate them on advancement, retention, billet information, promotion boards, professional courses and career paths. A mentor clearly cannot guarantee promotions. Likewise, when providing assistance for developmental activities, a mentor must be careful not to give any unfair advantage to the protégé. Mentors must always adhere to merit principles. The mentor-protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization.

b. Protégé

(1) A protégé, or mentee, as it has commonly been referred, is the more junior person being mentored. No other connotations found in the various definitions of this word are applicable. The protégé:

(a) Seeks out and initiates communication with supervisor and mentor.

(b) Ensures execution of a partnership plan.

(c) Shows willingness to assume responsibility for growth and development.

(d) Works to succeed at one or more levels above the present position in the organization.

(e) Stays receptive to feedback and coaching.

(f) Seeks challenging assignments and new responsibilities.

(g) Raises issues of concern regarding career development.

c. Department Directors/Supervisors

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(1) Department directors and first-level supervisors are the key element in promoting a dynamic mentoring program and mentoring culture. They provide the environment for all personnel under their command to feel motivated to seek additional sources of professional expertise and are critical to the readiness of the Navy.

(a) Act as a source of information on mission and goals of the organization.

(b) Give direction and credibility to the mentoring program.

(c) Support the protégé in their personal and professional efforts towards self-improvement and goal setting.

(d) Have a fundamental leadership responsibility to mentor their workforce members. This does not, however, mean that they need to be the formal mentor for their subordinates.

(e) Support and encourage each workforce member's effort to find a mentor outside of their direct chain of command.

d. Program Director

(1) Deputy Commander, NAVPERSCOM (PERS-00B) will serve as the program director for the BUPERS Millington/NAVPERSCOM Mentoring Program. The program director is responsible for the overall management of the program. Additionally, the program director will:

(a) Monitor the program to ensure compliance with program objectives.

(b) Provide guidance and make final decisions concerning program policies and execution.

(c) Provide oversight to the program to ensure effectiveness and long-term viability of the program.

(d) Ensure periodic evaluations of the program are performed to assess the need for change or program improvement.

e. **Program Manager**

(1) Deputy Commander, Navy Personnel Command (PERS-00B), will serve as the process owner for the NAVPERSCOM Mentoring Program. Duties include responsibility for all program aspects and working with site and competency coordinators to ensure successful program implementation and sustainment throughout the command. Specifically, the program managers will:

(a) Establish, lead, and train a team of site and competency coordinators to support the program.

(b) Provide oversight of the program to ensure effectiveness and assist coordinators as required.

(c) Monitor the program and coordinators' activities to ensure compliance with program objectives.

(e) Maintain the feedback mechanism specifically designed to respond to questions about the program.

(f) Obtain feedback from program managers and provide feedback to senior management on program effectiveness.

(g) Recognize outstanding service or contributions to the mentoring program and provide such information to the program directors.

(2) Training and education are an integral component of the success of the command. The mentoring program is a critical building block in the training and professional development of our workforce members. A successful mentoring program requires close coordination between NAVPERSCOM (PERS-335) and the program manager.

(a) Upon designation as a Mentor Program Manager, complete appendix C.

(b) Ensure connectivity and awareness with all newly assigned workforce members as part of the check-in process.

(c) Ensure program material is distributed in welcome aboard packages to explain the purpose, objectives, and benefits of the program.

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(d) Assist prospective mentors and protégés in gaining information about the program, and communicating with site/competency workforce recruiting mentors and protégés.

(e) Orient and coordinate newly assigned mentors regarding program objectives and essentials.

(f) Conduct appropriate site/competency marketing, informational briefings, kick-off sessions, and other events as needed to generate interest and sustain program.

(g) Conduct periodic evaluations of the program as directed by the program.

(h) Distribute and collect program information surveys or other program evaluation material and requests for program participants.

(i) Ensure connectivity with the check-out process

(j) Provide necessary assistance and ensure program training is scheduled and conducted as needed.

VII. MENTORING TYPES. A protégé can take a number of different routes on the road to successful mentoring. The direction may clearly be informal or formal. Although either route leads to the same destination, the NAVPERSCOM program offers separate and distinct tools for one path or the other.

1. Informal Mentoring

a. Informal mentoring, also referred to as traditional mentoring, focuses primarily on the protégé and their goals (both personal and career). This type of mentoring promotes the examination of the protégé's career path through goal setting. The mentor and protégé work together to devise an action plan that sets career goals that will lead the protégé on the appropriate career path. Informal mentoring not only encourages the protégé to establish career goals but also advocates setting personal goals. The overall development of the individual is the focus of informal mentoring.

b. Informal mentoring is a natural process; that is, the mentor and protégé often pair together by their own internal

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forces. Internal forces, such as mutual respect, shared experiences, and common interests, are the ingredients that create the relationship. If no prospective mentor comes to mind, a protégé can utilize the NAVPERSCOM Web-based tool to view a comprehensive list of mentors and their respective professional experiences to choose a potential informal mentor.

c. A partnership plan is not required, although developing goals and a plan to meet the goals is highly encouraged.

d. Informal mentoring can last for years - although friendships that are formed through this type of mentoring can last a lifetime.

e. Another characteristic of informal mentoring is that it can involve interaction between the mentor and protégé away from the workplace. This type of mentoring relationship may result in the mentor and protégé spending time together outside of the office. Informal mentoring is usually successful because the two parties have a genuine concern for each other's well being. Friendship, rather than job requirements, keeps the two parties together.

2. Formal Mentoring

a. Formal mentoring, also known as planned/structured mentoring, primarily focuses on organizational goals and how the protégé's goals fit into the organization. Organizational goals increase productivity, eliminate turnover and reduce absenteeism.

b. Formal mentoring usually has a defined timeframe and is tied to a developmental program (i.e., National Leadership Development Program (NLDP)/Senior Executive Management Development Program (SEMDP), Engineering and Science Development Program (ESDP), Acquisition Intern Program (AIP), Financial Management Trainee Program (FMTP), etc.) and concentrates heavily on the needs of the organization, yet benefits both the organization and the protégé. This type of mentoring promotes a "formal business" approach to the relationship, therefore, there is little or no social interaction. The mentor and protégé rarely see each other outside the office.

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c. Formal mentoring is usually tied to a command developmental program and has a defined timeframe. The relationship transitions or ends when the organizational goals are reached. The NAVPERSCOM Web-based tool enables this type of mentoring and takes a systematic approach with facilitated, criteria driven matching capabilities as follows:

d. Match participants: The protégés are offered an electronically generated list of potential "suitable" mentors. These matches are based on similar attitudes, work assignments, characteristics, and specific self-selected criteria.

e. Write a formal partnership plan/contract: The mentor and protégé develop a formal partnership plan, or contract, that outlines expectations and obligations. Both participants sign the partnership plan to formalize and clarify the relationship from its inception.

f. Train participants: The participants actively seek and obtain training to understand their roles as mentor and protégé.

g. Monitor the relationship: The mentor and protégé monitor the mentoring relationship against the program to ensure compliance with the formal partnership plan.

h. Evaluate the program: The program is evaluated to determine the results, such as advantages, cost effectiveness, and difficulties.

Note: Some mentoring relationships develop into a combination of both informal and formal - mentoring relationships are not mutually exclusive.

VIII. STAGES OF MENTORING

1. Mentoring, as a dynamic and ever-changing process, consists of different stages that provide a protégé with the opportunity to learn and grow. A mentor needs to be aware that each stage requires that different roles be assumed. There are four stages of mentoring:

a. In the first stage of mentoring, the **Prescriptive Stage**, the protégé usually has little or no experience with the Navy or

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in the workplace. This stage is most comfortable for the novice protégé, who depends heavily on a mentor for support and direction. This is where the mentor is prescribing, ordering, and advising a protégé. A lot of praise and attention is required to build the protégé's self-confidence. The mentor will devote more time to the protégé in this stage than in any of the other stages. The mentor will provide detailed guidance and advice to the protégé on many, if not all, workplace issues and procedures. In this stage, think of the protégé as a "sponge" -- soaking up every new piece of information provided. The mentor will share many of their experiences, "trials," and "anecdotes" during this stage, and give examples of how they or others handled similar situations and what consequences resulted.

b. The **Persuasive Stage**, the second stage, requires the mentor to take a strong approach with the protégé. In this stage, mentors actively persuade protégés to find answers and seek challenges. The protégé usually has some experience, but needs firm direction to be successful. During this stage, a protégé may need to be prodded into taking risks, thus, the mentor should suggest new strategies, coach, question, and push the protégé into discoveries.

c. The **Collaborative Stage**, the protégé has enough experience and ability that they can work together with the mentor to jointly solve problems and participate in "more equal" communication. In this stage, the protégé actively cooperates with the mentor in their professional development.

d. The **Confirmative Stage** is suitable for a protégé with a lot of experience, who has mastered the job requirements, but requires a mentor's insight into Navy policies and people. In this stage, the mentor acts more as a sounding board or empathetic listener.

2. While everyone can benefit from a mentor at any point in their career, the ultimate goal of the mentoring stages is to produce a well-rounded, competent employee who outgrows the tutelage of a mentor. The relationship should evolve to the point where the protégé is self-motivated, confident, and

polished. Ideally, a mentor wants the protégé to move on to become a mentor to another colleague embodying the idea of "Find a Mentor, Be a Mentor."

3. Each mentoring stage is characterized by the degree of dependence the protégé has on a mentor. The degree of protégé dependency is greatest at the Prescriptive Stage, with dependency decreasing with each subsequent stage. This means that a protégé who is successfully capable of working independently, most of the time, would be comfortable in the Confirmative Stage. As the protégé grows professionally, the amount of dependence decreases, until the protégé is shaped into an independent and competent individual.

4. **Job Shadowing.** Job shadowing allows employees a unique opportunity to observe a position or job area to gain perspective and a better understanding of the organization as a whole. NAVPERSCOM 5300/2, Job Shadowing Request is available on the NAVPERSCOM Mentoring Web page at <http://www.npc.navy.mil/AboutUs/NPC/Training/AllPersonnel/mentoring.htm>. It is important to note that all NAVPERSCOM 5300/2 request must be incorporated into the individual's Individual Development Plan (IDP) for consistency and supervisor approval.

IX. GUIDANCE FOR MENTORS

1. A mentor is a "trusted counselor or guide." Mentoring, therefore, is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally. To be an effective mentor:

a. Ask questions to help your protégés think through complicated projects or situations instead of just telling them what to do.

b. Share your own experiences and lessons learned to help your protégés in similar situations.

c. Work alongside your protégés, when possible, to teach them new skills or help them get work done on time.

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d. Let your protégés know when there are ways they can improve the quality of their work or improve the way they interact with others.

e. Talk about your protégés' career interests and what they will need to do to get the assignments they want.

f. When possible, introduce them to persons who can mentor in the future.

2. Mentors are expected to be responsible to protégés, not for them. A mentor should not feel as though they are responsible for either the protégé's behavior or success. This is because the mentor does not have sufficient control or authority over the protégé to warrant that level of responsibility. A mentor is, however, responsible to the protégé for doing what the mentor says they will do and giving the best advice and counsel they can.

THE DIFFERING FACES OF A MENTOR. The roles assumed as a mentor lead in many different directions. Which role assumed depends on the needs of the protégé and on the relationship built between the two parties. Each role is explained in the next section to outline the multiple facets of a mentor.

AS A TEACHER

1. As a teacher, the mentor may need to teach the protégé the skills and knowledge required to perform a job successfully. This role requires a mentor to outline the "nuts and bolts" of the position and to share personal experiences as a seasoned professional. To teach the fundamentals of the position, first determine what knowledge and skills are necessary to successfully meet the requirements of the position.

2. Once the knowledge and skills that the position requires have been identified, a mentor needs to identify what knowledge and skills the protégé currently possesses and what knowledge and skills require development. Thereafter, concentrate efforts on helping the protégé develop their knowledge and skills.

3. There are many different ways to help a protégé develop. Make a point of explaining, in detail, what is expected from your protégé. If helping a protégé develop critical job tasks,

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provide examples or samples, when possible, for the protégé to follow. The most important developmental method is to answer questions the protégé poses. Keep in mind that a mentor is not required to be the "expert" on everything. A good mentor knows when to direct the protégé to a knowledgeable source.

4. It is important that the wisdom of past mistakes as a teacher is shared. A protégé cannot only learn from past errors, but also realize that everyone makes mistakes. Make a point to relate these learning experiences, special anecdotes, and "trials" whenever appropriate. It is this sharing of information that strengthens the mentor-protégé relationship.

AS A GUIDE. As a guide, mentors help navigate through the inner workings of the organization and decipher the "unwritten office rules" for the protégé. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures an office follows, the guidelines that are not always documented, and the policies under consideration.

AS A COUNSELOR. The role of a counselor requires a trusting and open relationship. In order to create a trusting relationship, a mentor needs to stress confidentiality and show respect for the protégé. One can promote confidentiality by not disclosing personal information that the protégé shares. Show respect by listening carefully and attentively to the protégé and by not interrupting while the protégé is talking. The counselor role also encourages a protégé to develop problem-solving skills. A protégé must be able to think through problems rather than always depending on the mentor to provide a solution. The protégé's problem-solving skills can be developed by advising the protégé to attempt to solve the problem before seeking assistance.

AS A MOTIVATOR

1. As a motivator, a mentor may at times need to generate motivation in the protégé. Motivation is an inner drive that compels a person to succeed. It is rare to find an unmotivated protégé. In general, most protégés are enthusiastic about their

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jobs. After all, protégés tend to be characterized as highly motivated individuals with a thirst for success. A mentor usually performs the role of motivator only to motivate a protégé to complete a difficult assignment or to pursue an ambitious goal. Through encouragement, support, and incentives, the protégé can be motivated to succeed.

2. One of the most effective ways to encourage a protégé is to provide frequent positive feedback while the protégé strives toward a goal. Positive feedback is a great "morale booster" that removes doubt, builds self-esteem, and results in the protégé feeling a sense of accomplishment. Concentrate on what the protégé is doing well and reiterate these successes to the protégé.

AS AN ADVISOR

1. This role requires a mentor to help the protégé develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you won't know how to get there." This saying holds true for a protégé's professional development. In the role of advisor, a mentor needs to think about where the protégé wants to go professionally, and potentially assist the protégé in setting career goals.

2. There are several factors to consider when setting career goals. Goals should be specific. Goals need to be clearly explained, using details about what the protégé wants to achieve. Goals must be attached to timed milestones. Both parties need to plan an overall time line for goals with interim deadlines to ensure that the protégé is moving toward these goals. It is important not to make goals too future oriented. It is recommended that mentors keep goal time lines within a 3-year range. Goals must be results oriented. Concentrate on the results, not so much on the activities that are required to accomplish them. An activity provides a way of reaching the goal, but the end result (the goal) should not be neglected.

3. The goals must be appropriate and in tune with the Navy, while moving the protégé closer to the type of work that they find challenging and enjoyable. The goals must be within the protégé's reach. The protégé needs to feel challenged, but not incapable of reaching the goals. A mentor must consider the

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special talents of a protégé and weigh these talents with the requirements of the goal for which the protégé strives. Help create several career goals to eliminate the possibility of the protégé feeling "trapped." However, goals should be limited in number -- avoid setting too many goals at once.

4. Concentrate first on setting goals that will help your protégé accomplish what needs to be done. Keep in mind that set goals must be flexible enough to accommodate changes in the workplace and changes in your protégé's interests. Goals should not be so rigid that adjustments cannot be made.

QUALITIES OF A SUCCESSFUL MENTOR. A successful mentor is characterized as supportive, patient, and respected; however, there are other characteristics a successful mentor should possess.

PEOPLE ORIENTED. A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has "good people skills"; that is, knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflicts and give appropriate feedback.

GOOD MOTIVATOR. A mentor is someone who inspires a protégé to do better. A mentor needs to be able to motivate a protégé through encouraging feedback and challenging work assignments. A mentor once described this characteristic by saying, "A mentor needs to stretch the protégé's potential, setting new limits for what the protégé can do."

EFFECTIVE TEACHER. A mentor must thoroughly understand skills required by the protégé's position and goals, and be able to effectively teach these skills to their protégé. A mentor must not only teach the "skills of the trade," but also manage the learning of the protégé. This means that a mentor must actively try to recognize and use teaching opportunities.

COMPOSED AND CONFIDENT. A mentor must be confident in their career so that pride for the protégé's accomplishments can be genuinely expressed. A mentor should appreciate a protégé's developing strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a

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protégé's discoveries and welcomes a protégé's achievements. In truth, a mentor enjoys being a part of the protégé's growth and expansion.

AN ACHIEVER

1. A mentor is usually a professional achiever--one who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor is usually one who takes on more responsibility than is required, volunteers for more activities, and tends to climb the proverbial career ladder at a quick pace.

2. A mentor attempts to inspire a protégé with the same drive for achievement. This "attempt at achievement" is the flint that sparks a protégé's desire for career success. In this way, a mentor helps a protégé set, evaluate, and reach career goals.

VALUES THE NAVY, THE ORGANIZATION, AND THE WORK. A mentor takes pride in the Navy and relishes the every day challenges that typically arise. A mentor understands the mission, vision, and values of the Navy and supports the Navy's initiatives. A mentor should be well versed in policies and procedures and should keep in mind that a protégé looks to their mentor for guidance on interpreting policies and procedures. In order to provide this guidance, mentors need to know and understand this information.

RESPECTS OTHERS

1. A mentor is one who shows regard for another's well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a protégé's weaknesses and minor flaws, just as the protégé must learn to accept the weaknesses and flaws of the mentor. Mentors can, in fact, help a protégé explore their vulnerabilities and imperfections. Without passing judgment, a mentor must also recognize that differences in opinions, values, and interests will exist. By accepting such differences, a mentor projects openness to others.

2. Not all of these characteristics are equally found in every one. If a mentor falls short in one or several of these characteristics, it does not mean the mentor cannot be a

successful mentor. It simply means that the mentor needs to be conscious of and work on strengthening those characteristics that they think are a bit weak.

ESSENTIAL SKILLS FOR MENTORING. Skills such as listening, counseling, and career advising are crucial skills for a mentor.

Listening Skills

1. There are two styles of listening: One-way listening and two-way listening.

a. One-way listening, also known as passive listening, occurs when a listener tries to understand the speaker's remarks without actively trying to provide feedback. In this style of listening, there is little or no feedback. The listener may deliberately, or unintentionally, send non-verbal messages such as eye contact, smiles, yawns, or nods. However, there is no verbal response to indicate how the message is being received. Sometimes one-way listening is an appropriate way to listen. If a protégé wants to "air a gripe," vent frustration, or express an opinion, the mentor may want to practice one-way listening. The protégé may not want or need a verbal response, but may only want the mentor to serve as a "sounding board." It would be a mistake to interrupt the protégé at this time to tell a good joke or story.

b. Two-way listening involves verbal feedback. There are two types of feedback that a listener can use. One type of verbal feedback involves a questioning response. One can ask for additional information seeking clarification of the protégé's message. For instance, the mentor may want to ask, "What do you mean?" By asking this type of question, the mentor is asking the protégé to elaborate on information already given. The second type of verbal feedback is paraphrasing. In this type of feedback, the mentor needs to demonstrate that they have understood the protégé's concerns by rephrasing the protégé's ideas in their own words. If the mentor concentrates on restating the protégé's words, they can avoid selective listening, which is responding only to parts of the conversation that are of interest.

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c. A mentor can summarize their protégé's points by saying, "Let me make sure I'm with you so far," or "The way you see the problem is..."

2. A key to strengthening listening skills is to improve concentration. One can improve concentration by:

a. Holding one's fire: Learn not to get too excited or angry about the individual's point until the point is absolutely understood.

b. Do not immediately draw conclusions whether the meaning is "good" or "bad." Reduce emotional reactions.

c. Listening for the main points: When listening to the protégé, focus on the main ideas. Make a mental outline of their most important points. Look at the protégé to understand what is being communicated.

d. Resisting distractions: While listening to the protégé, try to ignore surroundings, outside noises, or others. Try to concentrate on the protégé's facial expressions, or their emphasis on certain words.

e. Capitalizing upon thought speed: On an average, we speak 125 words a minute. We think, and therefore listen, at almost four times that speed. It is important to remember not to let the mind stray while waiting for the person's next thought. Instead, try to "listen between the lines." This can be done by interpreting the protégé's non-verbal messages.

f. Listening for the whole meaning: Listen for feeling as well as fact. In other words, try to "get inside the other person's head."

COUNSELING SKILLS

1. During the course of the mentoring relationship, a mentor may be required to counsel a protégé on problems that can stem from conditions outside of work, or from conflicts at work. A mentor may also counsel a protégé on how to make certain decisions. As a mentor, be familiar with the non-directive approach to counseling. The focus of this approach is to let the protégé discover problems and work out solutions that best

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fit their value system. This type of approach avoids the need for making a diagnosis.

2. One role a mentor does not want to assume is that of psychoanalyst. Never try to diagnose a protégé's problem. A non-directive counseling approach requires active listening skills. While listening to the protégé, refrain from passing judgment. Accept the different values and opinions of the protégé without imposing personal values and opinions. Make the protégé feel comfortable and at ease and show a genuine interest in the protégé's welfare. Attempt to get the protégé to "open up" with phrases, such as:

- a. "I see. Would you like to tell me about it?"
- b. "Would you help me to better understand your feelings?"
- c. "Why do you feel that way?"
- d. "OK...what happened?"

3. As part of the non-directive approach, a mentor should learn how to reflect on what has been said by their protégé. A non-directive approach does NOT mean that you are passive throughout the discussion. Any discussion, if it is to be productive, requires give-and-take. A mentor should reflect on the protégé's statement by restating the key point(s). Make sure to truly comprehend what the protégé is trying to tell you. It is not unusual for a person to stop talking during a conversation to organize thoughts, focus opinions, interpret feelings, or simply catch their breath. One may feel great pressure to break the silence by saying something. However, it is better to let the protégé restart the conversation and continue the conversation at their pace. This eliminates putting too much personal feelings and biases into the conversation. If the protégé becomes emotional during the discussion, let them work through the feelings. After an emotional release, it is not unusual for a person to feel shame and guilt. If the protégé wants to discuss this emotional release, allow them to talk freely about it.

4. With a non-directive approach, it is better to let the protégé arrive at their solutions (this helps the protégé sharpen problem-solving abilities). Of course, a mentor can

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give advice to the protégé, but needs to emphasize that the advice comes from a personal perspective or experience. If asked for advice, preface statements with, "From my experience...", or "The way I view the situation...", or "If I were in your situation, I would consider..." These statements help the protégé understand that this advice is from the mentor's perspective. It is the protégé's choice and responsibility to decide whether or not to apply it. Remember, the more serious and personal a protégé's problem, the more caution should be taken about giving advice. It is understood that confidences should be maintained. Use considerable discretion in handling sensitive or confidential information. Realize that a protégé may be feeling anxiety, apprehension, or fear about disclosing this information. The protégé may wonder how this information is going to be interpreted or perceived (this is where trust really is a factor). When counseling a protégé, learn to better understand how the protégé thinks, feels, acts, or reacts. In fact, counseling can effectively stimulate a protégé's problem-solving ability.

CAREER ADVISING SKILLS

1. Mentoring requires a mentor to help a protégé set career goals and to meet these career goals within a specified time frame. First, determine the protégé's interests. To help a protégé determine their interests, begin by asking questions, such as:
 - a. "What activities do you enjoy or find satisfying in your work?"
 - b. "What did you like best about your last (or present) job?"
 - c. "What outside activities or organizations do you enjoy?"
 - d. "In what volunteer programs are you active?"
2. Keep in mind that the protégé may have difficulty identifying their skills and abilities for three reasons:
 - a. People tend to be modest and not want to "toot their own horns".

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b. People tend to recall only those skills necessary for the current job and discount skills learned in previous jobs or non-work experiences.

c. People tend to diminish their skills by thinking the skills are common to everyone.

3. Once the protégé shares some of their interests, begin to categorize these interests. By categorizing a protégé's interests, the mentor can help the protégé focus on the types of tasks (or jobs) that they enjoy. Once a protégé's interests have been identified, map their knowledge, skills, and abilities within these interest areas. The mentor needs to gather this information to focus the protégé's goals and their areas of interest.

4. Talk to the protégé and ask the following questions:

a. "What are your work responsibilities?"

b. "What knowledge, skills, and abilities do you need to meet these responsibilities?"

c. "What do you believe are your strengths?"

4. Often knowledge, skills, and abilities are shown in accomplishments. Accomplishments include the successful completion of any work-related assignment or task that clearly demonstrates a particular skill or combination of skills. Have the protégé think about their professional or personal accomplishments by asking the following questions:

a. "What would you consider to be your three most significant accomplishments?"

b. "Why do you consider these to be the most significant?"

5. You can help your protégé reveal knowledge, skills, and abilities by forcing them to closely examine professional or personal accomplishments.

6. Once the protégé's interests, knowledge, skills, and abilities have been identified, help the protégé develop or isolate developmental goals. Developmental goals are desires to

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enhance one's career, social interaction, and personal endeavors. Developmental goals are difficult to identify because they are more abstract than tasks. To identify developmental goals, start with a long-term goal setting plan (no more than 3 years) and work backward, because it is easier to identify short-term goals once long-term goals are known.

7. Ask the protégé:

a. Where would you like to be in 3 years (long-term goals)?

b. What series of 1-year goals (short-term goals) could lead you to these objectives?

8. Mentors can set a formalized career structure for protégés by writing the long-term and short-term goals on a planning worksheet. Keep in mind that a protégé's career goals must be realistic and flexible. A mentor should also ensure that the protégé's career goals coincide with the Navy's philosophy and culture.

9. Once the developmental goals have been identified, organize these goals in one of the following categories:

a. Career goals: Career goals are desires to advance in one's profession. To attain career goals, one must use their knowledge, skills, and abilities.

b. Target areas: Target areas are subtasks that a protégé needs to do to reach their career goals.

c. Social goals: Social goals are aspirations to meet other professionals to build a network of contacts.

d. Personal goals: Personal goals are strong desires to improve one's self. Once the protégé's career goals are established, the mentor and protégé need to meet at least every 6 months to evaluate them. Both may want to adjust developmental goals as the protégé's interests change.

X. GUIDANCE FOR PROTÉGÉS

1. This chapter builds on the benefits of having a mentor and describes the behavior a protégé should exhibit toward a mentor.

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The philosophy of NAVPERSCOM leadership is that everyone remains on life's road to self-improvement and self-fulfillment until the end of their days. No one is too experienced to be a protégé. And, regardless of the stage of one's career, one will continue to have goals and need help adapting to constant change. A mentor can help do that.

2. A good mentoring relationship gives information and passes along the knowledge needed to go out and create a better opportunity for one's self. Mentoring is grounded in the principle that if an individual does not care enough to enrich oneself through education, knowledge, and experience, then they probably are not going to get very far. There must be an obvious commitment to self-improvement on the part of the protégé. As a willing and eager learner, the primary person to benefit from putting forth the effort required to find a mentor is the protégé.

a. **THE DIFFERING FACES OF A PROTÉGÉ.** Like a mentor, the roles assumed as a protégé lead in many different directions. Which role assumed depends on the needs of the protégé and on the relationship built between the two parties. Each role is explained below to outline the multiple facets of a protégé.

b. **AS A GAUGE.** A protégé is the "gauge" to measure how interactive a mentoring partnership will be. This means that a protégé determines the capacity of the mentoring relationship. The protégé dictates through their level of knowledge and actions the amount of dependence and guidance they need. A protégé should take the initiative to ask for help or advice and to tackle work that is more challenging. Protégés who value and respect their mentor's time and advice naturally are going to be more appealing to a mentor and successful as a protégé.

c. **AS A STUDENT.** A protégé is a student who needs to absorb the mentor's knowledge and have the ambition to know what to do with this knowledge. As a student, the protégé needs to practice and demonstrate what has been learned. Basically, the protégé must take action on the information that the mentor provides. There are few things worse for a mentor than for them to give a list of things to do and have the protégé fail to follow up.

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d. **AS A TRAINEE.** A protégé is also a "trainee" who should blend mentoring with other training approaches. The protégé may participate in developmental training programs, in addition to seeking the mentor's professional advice. By participating in other programs, the protégé becomes a more well-rounded and versatile individual.

e. **QUALITIES OF A SUCCESSFUL PROTÉGÉ.** A successful mentoring relationship not only depends on the characteristics of the mentor, but also on the characteristics of the protégé. The following list outlines the characteristics of the "ideal" protégé.

f. **EAGERNESS TO LEARN.** A successful protégé has a strong desire to learn new skills and abilities, or a desire to develop existing skills and abilities. This can be accomplished by seeking educational and/or training opportunities whenever possible to broaden their capabilities and striving to elevate their level of technical skills and professional expertise to gain a greater mastery of the job.

g. **ABILITY TO WORK AS A TEAM PLAYER.** A protégé usually must interact with many others as a part of the requirement of their position. Therefore, it is important that the protégé cooperates and communicates with these individuals. A protégé must learn how to be a team player -- to contribute as much as possible to the mentoring relationship. To do this, a protégé should:

- (1) Initiate and participate in discussions.
- (2) Seek information and opinions.
- (3) Suggest a plan for reaching goals.
- (4) Clarify or elaborate on ideas.
- (5) Try to ease tension between parties.
- (6) Resolve differences.
- (7) Be fair with praise and criticism.
- (8) Accept praise and criticism.

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h. **PATIENT.** A protégé must be willing to put time and effort into the mentoring relationship. A protégé must persevere through the difficulties that arise during the learning process. Many protégés, at one time or another, feel frustrated because they feel confined in their current job, or "hemmed in" by everyday tasks. A protégé should be realistic enough to know that career advancement does not happen overnight.

i. **RISK TAKER**

(a) As a risk taker, a protégé must be willing to travel from a "safe harbor" into the "seas of uncertainty." This means that a protégé must move above and beyond tasks that they have mastered and accept new and more challenging experiences. This can be difficult for a protégé because this means giving up the known for the unknown. With each new assigned task, a protégé may ask, "Can I really do this?"

(b) Task changes are never easy for a protégé. A protégé must realize that, to grow professionally, it is necessary to assess oneself, to acquire needed skills, to develop new skills, and to make contact with others. A protégé must be willing to take chances! In fact, a mentor should encourage risk taking.

j. **POSITIVE ATTITUDE**

1. This is the most important trait for a protégé to possess because it is a bright and hopeful attitude that can help a protégé succeed. A protégé with a poor or "defeatist" attitude will not move ahead -- the first "bump in the road" will jar this person off course. An optimistic protégé is more likely to tackle difficulties and to stay on course. A protégé should not be afraid to fail.

2. Remember, these characteristics reflect those that, over time, consistently yield successful protégés. If a protégé has only two or three of these characteristics, it does not mean that the mentoring relationship will fail. It may, however, take extra effort to overcome possible obstacles that could arise from lacking one or several of these characteristics.

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XI. ELEMENTS OF A SUCCESSFUL MENTORING RELATIONSHIP

1. There are several elements of the mentoring relationship that lead to success. These essential factors are:

a. **RESPECT.** The first essential of a successful mentoring relationship is respect. Respect is established when the protégé recognizes knowledge, skills, and abilities in the mentor that they would like to possess. The protégé then attempts to acquire these much-admired characteristics. Respect usually increases over time.

b. **TRUST.** Trust is another essential of a successful mentoring relationship. Trust is a two-way street -- both mentors and protégés need to work together to build trust. There are four factors to building trust: Communication + Availability + Predictability + Loyalty = TRUST

(1) **Communication:** A mentor needs to talk and actively listen to the protégé. It is important to value the protégé's opinions and let the protégé know that they are being taken seriously. A protégé can help build trust in the relationship by honestly relaying their goals and concerns and by listening to the mentor's opinions.

(2) **Availability:** A mentor should be willing to meet with their protégé when required or requested by the protégé. Remember the "open door" policy; that is, the door should be kept open as often as possible. At the same time, it is critically important that the protégé respect the mentor's time.

(3) **Predictability:** A protégé needs their mentor to be dependable and reliable. Mentors should make a point to give consistent feedback, direction, and advice, and be able to predict the needs of the protégé. Conversely, the protégé needs to be consistent in their actions and behavior. Although a protégé will grow and change during the mentoring relationship, drastic changes in behavior or attitude could signal a problem. Look for these indicators of potential trouble in a mentoring relationship:

(a) Frequent changes in direction.

(b) Frequent arguments.

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(c) Frustration at lack of progress/floundering.

(d) Excessive questioning of each decision or action taken.

(4) **Loyalty:** A mentor should avoid compromise the relationship by discussing a protégé's problems or concerns with others. In addition, mentors need to instruct protégés to keep information discussed private as well. Mentors and protégés need to avoid criticizing or complaining about organizational leadership or Navy policies. Disloyalty to the organization may cause confusion on the part of the protégé and unproductively degrade the mentoring relationship into complaint or grievance airing.

c. PARTNERSHIP BUILDING

(1) The third essential is "partnership-building" activities. When entering a mentoring relationship, the mentor and protégé become professional partners. There are natural barriers that all partnerships face. Natural barriers may include miscommunication or an uncertainty of each other's expectations. An excellent tool available to reduce and/or eliminate potential barriers is the OPNAV 5300/7, Mentoring Partnership Plan. The partnership plan is an agreement entered into between a mentor and protégé which clearly states the goals of the relationship in order to monitor progress. The agreement serves as the foundation defining each participant's expectations and is a valuable part of building the partnership.

NOTE: The mentor and protégé should keep a copy of this plan. Also, provide a copy to the NAVPERSCOM, Mentoring Program Director (PERS-00B).

Additionally, five improvement activities can help overcome any barriers that may arise during the mentoring relationship:

(a) Maintain communication.

(b) Fix "obvious" problems.

(c) Forecast how decisions could affect goals.

(d) Discuss progress.

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(e) Monitor changes.

(2) Use the following activities to help build a successful partnership:

(a) **Show enthusiasm:** The mentor should create a positive atmosphere by showing enthusiasm and excitement for the protégé's efforts.

(b) **Create an atmosphere for emotional acceptance:** Since a person can resist being changed, transformation is a campaign for the heart as well as the mind. A mentor should help the protégé feel accepted as they experience professional growth.

(c) **Approach change slowly:** The mentor should also listen to the protégé and be responsive to their concerns. When drastic changes occur, a person needs time to accept and experiment with these changes.

(3) Partnership-building activities are not only useful when building a mentoring partnership, but also are helpful to the protégé when interacting with others.

d. **SELF ESTEEM**

(1) The fourth essential to a successful mentoring relationship is to build a protégé's self-esteem. All people have the desire to believe that they are worthwhile and valuable. To help build a protégé's self-esteem, encourage them to have realistic expectations of themselves, the mentoring relationship, and the position.

(2) Dissatisfaction can result if the protégé expects too much of themselves, the mentoring relationship, or the position. Discuss and document realistic expectations together.

(3) Encourage the protégé to have a realistic self-perception. Help define the protégé's self-perception by identifying their social traits, intellectual capacity, beliefs, talents and roles.

(4) Always provide honest feedback. Protégés deserves the truth, and honest feedback helps a protégé keep a realistic

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self-perception. Encourage the protégé to change a poor self-perception. Changing a poor self-perception requires a good deal of commitment from the protégé. There are two reasons for a poor self-perception:

(a) The protégé "can't" be the person they would like to be.

(b) The protégé "won't" be the person they would like to be.

(5) A protégé "can't" change when they do not have the skills or abilities to change. A mentor can help the protégé change this self perception by helping them develop the knowledge, skills and abilities to become the person they want to be.

(6) Often, a protégé with poor self-perception claims they "won't" be the person they would like to be because they are not willing to do what is required. The mentor needs to instill in the protégé that a poor self-perception can be changed if they are willing to make the effort.

e. **TIME.** The fifth essential element is time. During the mentoring relationship, make time to interact. Specifically, set aside time for the mentoring relationship. Set meeting times and do not change these times unless absolutely necessary. Meet periodically, at mutually convenient times and at times when there will be no interruptions. In addition to making time available, realize that protégés require adequate time to grow professionally.

XII. MENTORING OBSTACLES

1. During the course of a mentoring relationship, a mentor and protégé may experience "roadblocks." Roadblocks are obstacles that could hinder a developing relationship. There are obstacles unique to a mentor and obstacles that only a protégé may encounter.

2. The obstacles that could confront a mentor are:

a. **Mismatch Mentoring Style** - A mentoring style that does not meet the protégé's needs. What happens when . . .

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(1) a highly organized mentor has a protégé with a relaxed work style?

(2) a creative protégé has a mentor who practices the "old school" of thought?

(3) an assertive mentor has a protégé with a reserved personality?

3. Of course, anyone can guess what would happen, frustration! A mentor's style of mentoring may not always match the protégé's needs. A mentoring style has a lot to do with who the participants are and how they work. A detail-oriented person probably tends to give extensive directions or outlines each step of an assignment. Someone who tends to see the "big picture" will probably be more inclined to give looser, perhaps even vague, directions to the protégé. Of course, noting these differences does not make one style better than the other. However, differences in styles between mentors and protégés can create obstacles. Both participants need to understand each other's styles. Be flexible, but remember that disorganization and sloppiness warrant improvement rather than acceptance.

4. Frustration may also occur when a mentor does not adapt their style to meet the developing needs of the protégé. As the relationship evolves, the protégé's confidence grows as skills develop and successes are relished. A mentor must adjust mentoring techniques to keep in sync with a protégé's evolution. In time, detailed directions or certain problem-solving strategies may be considered stifling by a developing protégé. Consider giving less and accepting more from a protégé. Once the protégé has been evaluated and the amount of required guidance discovered, determine what style is appropriate.

a. **Insufficient time** - Some mentors cannot seem to devote enough time to their protégé. Other scheduling commitments may inhibit spending time with a protégé. If a mentor starts to sacrifice time with a protégé because of other commitments, the protégé may lose faith and the mentoring relationship will suffer. Another obstacle involving time occurs when a mentor expects too much progress from the protégé, in an unrealistic amount of time. A mentor needs to give their protégé time to

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grow professionally and to make mistakes along the way. A mentor should try not to be impatient with the protégé and expect too much too soon.

b. **A protégé's supervisor feeling excluded** - Unless the mentor is the protégé's supervisor, the protégé's supervisor may feel excluded from the mentoring relationship. It is imperative that neither the mentor nor the mentoring relationship undermine the authority of a protégé's supervisor.

c. **A protégé who has a hidden agenda** - A hidden agenda is an ulterior motive for forming the relationship. For instance, some protégés seek out high-level, respected mentors with the misguided intent of only furthering their own career, thus overlooking the other significant benefits of mentoring. Hidden agendas are harmful to the mentoring relationship because the relationship is built on deceit. If a mentor thinks that a protégé has a "hidden agenda", they may want to discuss the issue tactfully (never directly accuse the protégé). Question the protégé, but do not push the issue.

d. **An inappropriate attitude on the part of the protégé** - Some protégés expect too much from their mentors -- demanding more time and attention than they actually need. Others may expect to control their mentors. A mentor should be firm with the protégé about commitments and responsibilities.

e. **Cultural differences** - In terms of social etiquette, a mentor should be supportive of their protégé and sensitive to cultural differences. For example, in some cultures, there is a preference towards modesty, reserve and control. Where, as with another culture, directness or emotionally intense, dynamic, and demonstrative behavior is considered appropriate. The mentor is not the only one in the partnership that may have to confront an obstacle. Obstacles may arise for the protégé too. A protégé may confront obstacles, such as:

(1) **Peer jealousy** - One problem for a protégé is the jealousy of peers who do not have a mentor. When others see a protégé getting key assignments and advancing rapidly, professional jealousy can occur. By showing the protégé how to act as an advisor, they can gain leadership experience and perhaps diffuse some of the jealousy. If this does not work, a mentor should advise the protégé to look at this as another

opportunity for learning and to use their interpersonal skills to deal with the situation.

(2) **Being accused of "holding on to the coat tails of another"** - Another obstacle that a protégé may encounter is the attitude of others who believe that they were able to be a protégé by practicing the "holding on to the coat tails of another" theory. This theory suggests that the protégé is not earning respect and advancing by their own merit, but through their association with the mentor. The mentor needs to allow the protégé's capabilities to show themselves. A protégé should be encouraged not to add "fuel to the fire" by divulging information about the mentoring relationship.

(3) **One party overstepping professional boundaries** - Both the mentor and protégé may face the possibility of one party overstepping the professional boundaries of the relationship. Such a transgression is inappropriate and destructive to the professional purpose of the mentoring program. This crossing the line occurs when one party wants the relationship to become more "personal." This type of obstacle sometimes occurs in cross-gender mentoring relationships. The fact that mentoring involves a close and confidential relationship between an experienced and less experienced employee could result in this obstacle. This obstacle should not deter the formation of a cross-gender mentoring relationship. It only means that mentoring partners should be sensitive to the perceptions of each other.

(4) **The mentor falling from favor** - Another obstacle a protégé might face is a mentor falling from favor and others looking with disapproval at the mentor. This is an obstacle that calls for careful reflection when professional needs and opportunities have to be balanced against personal loyalty and integrity. If possible, the protégé should discuss the "issue of contention" with the mentor. Once a mentor and protégé evaluate the relationship, they may find that the relationship cannot be salvaged. Only after all other efforts to remedy the problem have been exhausted should they consider ending the relationship for adverse reasons.

5. These are just a few of the obstacles mentors and protégés may encounter during a mentoring relationship, but with time and effort, these obstacles are possible to overcome.

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6. Appendix D is a list of publications and Web sites that contain information on successful mentoring, mentoring training, and other helpful guidance.

HELPFUL QUESTIONS FOR A MENTOR

POSSIBLE INTERVIEW QUESTIONS TO ASK THE PROTÉGÉ

1. What previous experience, if any, have you had with mentoring?
2. Do you have a current resume and Individual Development Plan?
3. What are your long-range goals and objectives? Why?
4. What are your short-range goals and objectives? Why?
5. How do you plan to achieve your career goals?
6. What are the most important rewards you expect in your career?
7. What do you think are your strengths, weaknesses, and interests?
8. How do you think a coworker who knows you well would describe you?
9. What motivates you to put forth your greatest effort?
10. How do you determine or evaluate success?
11. What two or three accomplishments have given you the most satisfaction? Why?
12. In what kind of work environment are you most comfortable?
13. How do you think you work under pressure?
14. How would you describe your ideal job?
15. What two or three things would be most important to you in your job?
16. What do you know about NAVPERSCOM?

17. Do you know and understand your organization's structure?
18. What are your day-to-day job responsibilities?
19. What training do you believe you need to keep up your skills or acquire new ones?

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QUESTIONS FOR THE MENTOR TO CONSIDER BEFORE ACCEPTING A PROTÉGÉ

1. Based on available information, is the employee competent and credible? Yes No

2. Based on available information, does the prospective protégé show:

a. Ambition? Yes No

b. Desire to learn? Yes No

c. Initiative? Yes No

d. Good judgment? Yes No

e. Desire and ability to accept higher level, additional or different responsibilities? Yes No

f. Loyalty? Yes No

g. Similar perceptions of work and the organization?
 Yes No

h. Ability to establish alliances and work as a team player? Yes No

i. Ability to learn and demonstrate organizational savvy?
 Yes No

j. Candid information and feedback? Yes No

k. Ability to keep confidences? Yes No

l. Positive attitude? No Yes

m. Maturity? Yes No

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HELPFUL QUESTIONS FOR A PROTÉGÉ

QUESTIONS TO ASK A POTENTIAL MENTOR

1. What experience, if any, have you had with mentoring?
2. In your experience as a mentor, what did and did not work?
3. What are your expectations?
4. How do you spend your time outside of work?
5. What do you like most about your job?
6. If you could change anything about your job, what would you change?
7. What skills do you use most in your job?
8. Did you or do you still have mentors or role models?
9. What was the most valuable lesson that a mentor or supervisor taught you?
10. Ask your mentor what they think you should ask them. This may begin a very interesting discussion of a topic you would never have expected!

Preparation

1. How did you prepare for this occupation? What do you recommend for a person entering this occupation?
2. What education/degrees/training/licenses are required?
3. What are the best places to go for additional education or training for a position like yours?
4. If you could start all over again in launching your career, what steps would you take?
5. What courses do you recommend should be taken for this occupation?

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Advancement

1. How did you get to your current position? If I want a job like yours, what would I need to do?
2. What did you do that helped you be successful? What would you recommend that I do?
3. What do you know now that would have been useful to know before you attained your current position?
4. What courses would you recommend I take? What course(s) did you take that proved especially helpful? What would you do differently?
5. What are the trends and developments in the field that you see affecting careers in the future?

ITEMS TO SHARE WITH YOUR MENTOR

**THE FOLLOWING IS A LIST OF THINGS THAT YOU MIGHT WANT TO SHARE
WITH YOUR MENTOR**

1. Most current resume and Individual Development Plan.
2. Why you signed up for a mentor and what you hope to get out of being involved.
3. Any extracurricular activities, jobs, or hobbies you have.
4. What classes, if any, you are currently taking.
5. Your career aspirations.
6. How you became interested in your current field.

Questions for the protégé to consider before accepting a mentor:

1. What qualities are you seeking in a mentor? If possible, state the relative importance of each quality.
2. What are your career goals?
3. What are your strengths and weaknesses?
4. Which is the most serious weakness? Which presents the greatest skill gap?
5. Check your perceptions. How do others (supervisor, mentor(s), colleagues) see your developmental needs?
6. If there was a discrepancy between how you see yourself and how others see you, invest some additional time in gathering information to ensure you are headed in the right direction. Low defensiveness when you are talking with others creates the greatest benefit from this helpful information. Think through your objectives for these conferences and how to structure the meeting to accomplish your objectives. Plan how you will avoid defensiveness and focus on constructive feedback.
7. Does the prospective mentor have knowledge and experience in the areas you are interested in exploring?

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8. Is the mentor good at what they do?
9. Is the mentor an achiever?
10. Is the mentor a good role model?
11. Is they are well respected within the organization?
12. What is the mentor's ability to develop alliances within the organization?
13. Is the mentor supportive and respectful of others?
14. What would you say would be the best outcome(s) of working with a mentor?
15. What would your mentor need to know about you in order to provide the mentoring you are seeking?
16. Will the mentor be able to commit time and resources to the relationship?
17. Does the mentor value the NAVPERSCOM organization, enjoy the challenges, and understand the vision, mission, and values of the larger organization?
18. Will you feel comfortable talking with the mentor honestly; do you trust them?
19. Will the mentor take a genuine interest in your development? Are they enthusiastic about mentoring?
20. Will the mentor give you honest feedback about yourself and your developmental needs?
21. Can the mentor help you find the opportunities to gain visibility/demonstrate your capabilities? Does the mentor have a "network"?
22. Will the mentor give you candid information about the organization, and be willing to share knowledge, experience, and insights?

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23. Is the mentor a good teacher/coach/motivator?
24. What do other employees say about the mentor, as a mentor?

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DESIGNATION LETTER

From: Commander, Navy Personnel Command (PERS-00B)
To: (Rate/Rank/First/Middle Initial/Last/USN/SSN (last
four digits))

Subj: DESIGNATION AS MENTORSHIP PROGRAM MANAGER

Ref: (a) NAVPERSCOMINST 5300.1

1. Per reference (a), you are designated as Mentorship Program Manager for Navy Personnel Command _____. You will familiarize yourself with policies and procedures of the reference (a) and other applicable directives in the performance of your duties.

2. In your capacity as Mentorship Program Manager for _____, you will report directly to the Program Director. You will be responsible for the management of the program within your competency to carry out your responsibilities per reference (a). Upon designation, provide your work e-mail, address and telephone number to the immediate Program Director.

Signature

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From: (Rate/Rank/First/Middle Initial/Last/USN/Last Four SSN)
To: Commander, Navy Personnel Command (PERS-00B)

Subj: DESIGNATION AS MENTORSHIP PROGRAM COORDINATOR

Ref: (a) NAVPERSCOMINST 5300.1

1. Date of Designation: _____
Global E-mail Address: _____
Phone Number: _____

2. I am aware of my designation as Mentorship Program Manager
for _____.

Signature

Copy to:
NAVPERSCOM (PERS-00B)

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READING LIST AND MENTORING WEB SITES

Barton, Kathleen: Connecting with Success, Davies-Black Pub., 2001.

Bell, Chip R.: Managers as Mentors, Berrett-Koehler Pub., 2nd ed., 2002.

Biehl, Bobb: Mentoring: Confidence in Finding a Mentor and Becoming One, Broadman & Holman, 1996.

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Duff, Carolyn S.: Learning from Other Women: How to Benefit from the Knowledge, Wisdom, and Experience of Female Mentors, AMACON, 1999.

Hendricks, Dr. William: Coaching, Mentoring, and Managing, Career Press, 1996.

Huang, Al Chung-liang and Lynch, Jerry: Mentoring: The Tao of Giving and Receiving Wisdom, HarperSanFrancisco, 1995.

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Murray, Margo: Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process, Jossey-Bass, 2001.

Peddy, Shirley: The Art of Mentoring: Lead, Follow and Get Out of the Way, Bullion Books, 2001.

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- Schwiebert, Valerie L.: Mentoring: Creating Connected Empowered Relationships, American Counseling Assoc., 2000.
- Shea, Gordon F.: Making the Most of Being Mentored: How to Grow from a Mentoring Partnership, Crisp Pub., 2000.
- Shea, Gordon F.: Mentoring: How to Develop Successful Mentor Behaviors, Crisp Pub., 3rd ed., 2002.
- Tulgan, Bruce: Managing Generation X: How to Bring Out the Best in Young Talent, W.W. Norton, 2000.
- Whittaker, Mike and Cartwright, Ann: The Mentoring Manual, Gower, 2000.
- Wickman, Floyd and Sjodin, Terri L.: Mentoring: The Most Obvious yet Overlooked Key to Achieving More in Life Than You Dreamed Possible: A Success Guide for Mentors and Protégés, Irwin Professional Pub., 1997.
- Zachary, Lois J. and Daloz, Laurent A.: The Mentor's Guide: Facilitating Effective Learning Relationships, Jossey-Bass, 2001.

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MENTORING WEB SITES

Chief of Naval Education and Training

<https://www.cnet.navy.mil/cnet/cld/cldbrohnd.html>

Human Resources Development Council

<http://www.humtech.com/opm/grtl/>

The Mentoring Group

<http://www.mentoringgroup.com/>

Mentoring People with Disabilities

<http://www.dol.gov/odep/>

Mentors Peer Resources

<http://www.peer.ca/mentor.html>

National Mentoring Partnership

www.mentoring.org

Navy Knowledge Online

<http://www.nko.navy.mil/>

U.S. Coast Guard Mentoring Program

<http://www.uscg.mil/hq/g%2Dw/g%2Dwt/g%2Dwt1/mentoring.htm>

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GLOSSARY

Actively engaged - Parties are actively engaged in a mentoring relationship when they perform, on a regular basis, activities consistent with mentoring. Activities such as: sharing knowledge, seeking or offering guidance, discussing concerns, career planning.

Confidentiality - The information discussed between the mentor and the protégé should remain private to promote candid and open discussion. The information should not be discussed outside the relationship, except by mutual consent or understanding. Information exchanged between these two parties is not, however, protected by a legal privilege, and both parties must understand that failure to disclose information lawfully requested is not protected.

Formal - Facilitated mentoring relationship associated with a structured program/process and set of requirements in which individuals who apply are screened, matched, and monitored for a set period of time.

Formalized Development Program - A command-wide structured, competitive program to help develop high potential workforce members.

Informal - Experience between a mentor and protégé, which may or may not be structured or documented, promoting an opportunity for knowledge, development and continuous learning.

Matching - Matching a protégé with a suitable mentor requires several steps and commences when the protégé identifies a need for mentoring. The protégé may find a mentor independently or may seek matching assistance from the Web tool. A list of mentors, inclusive of professional experiences, is available or, based on specific criteria, a potential protégé could utilize the matching capability of the Web-based tool. The matching occurs as a result of the screening of mentor and protégé suitability based on their knowledge, experience, and mentoring objectives. It is incumbent upon the protégé to deem whether the prospective mentor is suitable and request a meeting to discuss the proposed match. If agreed upon, a partnership plan should be completed to document the expectations of the mentoring relationship.

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Mentor - A mentor is a trusted counselor or guide who is involved in the development and support of one who is less experienced. The mentor advises on career planning; instructs in social, technical, and management skills; counsels on work-related and personal issues, and; encourages less experienced workforce members to seek new challenges. The mentor transmits value systems, shares experiences and assists a protégé in broadening their professional contacts. Although a mentor's responsibilities are tailored to meet the needs of a specific protégé, some of the more common responsibilities are to educate the protégé on advancement, retention, billet information, promotion boards, professional courses and career paths. The mentor-protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization. The mentor will carry out contractual obligations as outlined in OPNAV 5300/7.

Mentor Culture - A deeply engrained, enduring and continuously promoted facet of an organization's environment that ensures the provision of counsel and career advice from more experienced to less experienced employees. An understanding and sharing of the organization's mission, goals, values and priorities and an associated commitment to ensuring the future success of the organization through the care and development of its personnel.

Mentoring - A mutually beneficial relationship between a mentor and a protégé to share resources, time, experiences and expertise to help with personal and professional growth.

Mentoring Agreement - A mutual commitment to undertake the mentoring relationship, schedule and complete program requirements.

Mentoring Partnership - An agreed upon relationship between a mentor and protégé, in which the mentor offers guidance, advice, and support to help facilitate the career growth and personal development of the protégé. It can be a formal relationship with written goals and scheduled meeting times or it can be as informal as an occasional chat or e-mail exchange.

Mentoring Relationship - The developmental relationship of a mentor and protégé which is characterized by confidentiality, trust, caring, and mutual support formed to facilitate personal

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and professional growth by sharing knowledge and insights of an experienced person (mentor) with a less experienced person (protégé). The mentoring relationship creates the necessary context of emotional safety and confidence for the mentor and protégé to take the risks of trying new skills and strategies and of learning in front of each other. This context is a prerequisite for accelerated professional growth.

Mentoring Web Tool - NAVPERSCOM has developed a Web-based tool to serve as a functional resource and aide in the mentoring process. The Web tool offers mentoring guidance, frequently asked questions, specific points of contact, training opportunities, and options, including a list of potential mentors, for formal and informal mentoring. The NAVPERSCOM mentoring program manager will ensure the Web tool is properly maintained and that the list of potential individuals who have volunteered to be mentors is suitable, well-equipped, and meeting program expectations. Additionally, the Web tool may be used to assess program participation and provide updates to command metrics.

Natural Mentoring - Occurs when one person (usually senior) reaches out to another, and a career-helping relationship develops. Evolves because a trusted relationship exists between the partners. Most common form of mentoring.

Obstacles - There are difficulties that can arise from long-term relationships. Mentors and protégés should be aware and vigilant in order to maintain positive and cooperative attitudes at all times: (1) fraternization is against command policy and will not be tolerated; participants will maintain the professional nature of the relationship, and (2) advice and guidance from the mentors are suggestions, not orders. No level of coercion will be tolerated. If at all possible, it is recommended that the mentor/protégé not work in the same supervisory chain of command.

Participation - Participation in the NAVPERSCOM Mentoring Program is mandatory for military employees and highly encouraged, but voluntary, for civil service employees. Active participation in the mentoring program provides an outstanding opportunity to document the efforts and quality of results in fostering a command and workplace environment conducive to the

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growth and development of our workforce. Therefore, all personnel are highly encouraged to participate in the formal and/or informal aspects of the program. Effective mentoring helps increase levels of professional self-confidence, which leads to increased likelihood of job satisfaction, higher productivity, and career success. It also reduces time needed for skills development, increases organizational awareness, and clarifies the individual's contributions to mission accomplishment. Mentors benefit through refinement of leadership and interpersonal skills, increased influence on the mission, and the personal satisfaction of watching the protégé grow and succeed. Mentors can use OPNAV 5300/5, and protégés can use OPNAV 5300/6 to assist in the process of choosing suitable mentors and protégés.

Partnership Plan - The partnership plan is a contract entered into between a mentor and protégé. This agreement should clearly state the goals of the relationship in order to monitor progress. The agreement will last as long as both parties are comfortable and satisfied that each is a valuable part of the team. Each should be free to end the contract when it is no longer productive. A particular mentor may become overworked by virtue of their talents and should feel free to decline additional protégés. Protégés may, in some instances, find that they are not receiving what they need from a mentor and should feel free to change mentors.

Protégé - A protégé, or mentee as it has commonly been called in the past, is the more junior person being mentored. The role requires and assumes a willingness to actively work with and to learn from the experience and wisdom of the mentor. No other connotations found in the various definitions of this word are applicable. A protégé is paired with a more senior service member, although essentials of the program are best achieved when a protégé is paired with a more experienced mentor of their choosing, regardless of rank or pay structure. In all cases, the mentor-protégé relationship will remain professional at all times so as not to create a perception of favoritism or fraternization. The protégé will carry out contractual obligations as outlined in OPNAV 5300/7.

Situational Mentoring - Is usually short-lived and happens for a specific purpose. An example would be when one worker helps

another with a new office computer system, or when someone goes on an "informational interview" with someone who is in a career they are considering.

Targeted group - Individuals who are in, or who have been in, a structured program, recognized by NAVPERSCOM, that requires, as an element of the program, participation in a mentoring relationship. Targeted groups for this program are SEMDP, NLDP, ESDP, AIP, and FMTP.